Students will live as responsible members of society.

**Interpretation:**

- We interpret “students” to mean each student in our Pre-K-12 system.
- We interpret “live as responsible members of society” to mean that current students:
  1. Will conduct themselves in a manner that reflects community values, respects diverse individuals and aligns with the behavior expectations outlined in state law and District and school behavior policies; and
  2. Demonstrate knowledge, application, and proficiency in their studies of American society and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.

**Reasonable progress:** We have confidence that students are meeting the targets of Ends 3 when they participate in our PreK-12 educational program and show successful adherence to behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible members of society and are conducting themselves in a manner that reflects community values, respects diverse individuals, adheres to ethical principles and is in line with state and district behavior policies and expectations. In addition, students will demonstrate environmental awareness and their contributions towards appropriate stewardship. Student progress in the areas of successful adherence to behavioral expectations and applied learning from Social Studies courses was disrupted by the ordered closure of all public schools as a result of the COVID-19 pandemic.

Students will:

**3.1 understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels;**

- We interpret “understand and respect” to mean knowledge of and appreciation for.
- We interpret “freedoms, rights, and responsibilities of being an American citizen” to mean the ideals and rules as defined in the United States Constitution, state law, district regulations, and student handbook.
- We interpret “participate in a representative democracy” to mean to engage in activities that reflect the rules and norms of American society.

**Evidence:**

**State Standards Alignments**

Rationale: Our Scope and Sequence documents, curriculum and instruction reflect alignment with understanding responsibilities of American membership in society and participation in a democracy.

- Specific state standards are embedded in Grades 3, 5, 8 and 11 in Social Studies
- OSPI Social Studies Learning Standards
- 8th Grade Social Studies Scope and Sequence - see Unit 3
Proficiency
Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

Graduation Rate - Source: OSPI Report Card

<table>
<thead>
<tr>
<th>Class</th>
<th>% On-time Adjusted 4 year cohort</th>
<th>% Extended Adjusted 5 year cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2013</td>
<td>92.9</td>
<td>94.3</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>92</td>
<td>93.4</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>92</td>
<td>93.7</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>92</td>
<td>94.4</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>92.7</td>
<td>94</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>91.8</td>
<td>93.6</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>93.2</td>
<td>96.3</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>95.6</td>
<td></td>
</tr>
</tbody>
</table>

3.2 understand and apply ethical principles in all aspects of life;

- We interpret “understand and apply” to mean acquiring knowledge and demonstrating and transferring this knowledge.
- We interpret “ethical principles” to mean right and wrong as defined in the Constitution, state law, board policy, district regulation, and student handbook.
- We interpret “all aspects of life” to mean interactions in the school, home, and both local and global communities.

Evidence:

Adherence to ISD Behavioral Expectations
Rationale: When students meet behavioral expectations in ISD student handbooks they are demonstrating the application of ethical principles.

- ISD Student Handbook - Example: Maywood Middle School Replace with updated handbook
- Creekside Elementary Code of Conduct
- Attendance Rates:
  - ISD Student Information Systems reported that the OSPI Unexcused Student Absences application has not been updated for the 2019-20 school year.
- Discipline Data on Weapons and Cheating Incidents through 2019-20
- School Wide Information System - SWIS - Discipline Data 2019-20
ENDS 3: Civic Engagement

- SWIS implementation began in 2019-20 and therefore the Skyward data for 19-20 is more comprehensive
- In 2019-20 the process for coding in SWIS was still being refined and we identified four categories where cheating may have been coded:
  - Tech Violation—Major
  - Tech Violation—Minor
  - Lying/Cheating
  - Forgery/Theft/Plagiarism
- Some schools selected multiple categories for one incident. Those schools show a “primary” count and then an “additional” count. If there is no “additional” count, that school allowed only one category.
- Healthy Youth Survey – the survey was scheduled to be administered in the fall of 2020 and has been rescheduled for the fall of 2021 due to the pandemic.
  - Healthy Youth Survey – ISD webpage
  - HYS Students Who Report Skipping School
- Implementation of PBSES: this includes common behavior expectations, intentionally taught and reinforced school-wide and in classrooms K-8
  - PBSES ISD Webpage
- Implementation of K-8 SEL curriculum

Proficiency
Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

- Graduation rate reflects minimum percentage of students demonstrating successful adherence to these behavioral expectations (See 3.1)
- Principals are credentialed and receive annual training regarding student discipline

_3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;_

- We interpret “**awareness of global events**” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “**economics**” to mean value of goods and services and how they contribute to a civil society.
- We interpret “**local communities**” to mean all entities that reside within the school district.
- We interpret “**personal lives**” to mean each student’s individual experiences and relationships.

Evidence
Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address global events and economics. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Senior post graduation survey data is used to monitor students’ perception of their knowledge of global and economic events.

- **Specific state standards are embedded in the Social Studies scope and sequence that align with E-3.3**
Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1).

Post-Graduation Survey Data – survey sent to 2020 Graduates in March 2021

3.4 understand and respect diverse cultures;

- We interpret “understand” as having knowledge and comprehension of.
- We interpret “respect” as acting in a way that honors a person's rights and cultural context.
- We interpret “diverse cultures” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.

Evidence

Rationale: Explicit professional development on cultural competency and equity prepares our staff to support student learning about diverse cultures. Curriculum materials are being adopted that prioritize diverse viewpoints and cultural relevance. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which address diverse cultures. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

- Specific state standards are embedded in the Social Studies scope and sequence that align with E-3.4.
- Graduation rate reflects the percentage of students (at minimum) who have successfully met these Social Studies requirements (See 3.1).
- All adopted curriculum is analyzed for racial, cultural, gender, and ability bias.
- Number of books in elementary school guided reading book rooms that address cultural diversity
  o ISD K-5 Bookroom Books Addressing Cultural Diversity and Elementary Making Meaning (reading) and Units of Study (writing)
- Number of books representing diversity in elementary school Making Meaning reading curriculum and Units of Study writing curriculum
  o Making Meaning Diversity Titles - as of Dec 2014
- The number of books representing diversity in core HS ELA courses with the
- Diversity Unit in World History I – all comprehensive high schools
- The District’s emphasis on creating a Culture of Kindness is evident in all of our buildings through student activities, bulletins boards, clubs, staff messages and role modeling.
- In 2018-19 all elementary teachers were provided with a set of books selected by a counter-narratives committee of staff and parents for use in classroom libraries and for read-alouds. These books added diverse counter narratives for our classrooms.
- In 2018-19 the high school ELA adoption team selected new novels for 9th -11th grade ELA courses with diverse representation of Authors. Of the 56 books adopted for whole class or book club use 40 represented authors of diverse viewpoints (persons of color, LGBT or non-fiction addressing economic diversity).
  o HS ELA Adoption.
- Intentional professional development on Cultural Competency with District administrators and staff
  o Equity Department Timeline 2016-2021
  o ISD Equity webpage
  o Our Cultural Competency Journey August 2018
**3.5 Understand appropriate, respectful, responsible and ethical use and impact of misuse of technology and social media;**

- We interpret *understanding* to be having knowledge and comprehension of.
- We interpret *appropriate* to be applications that are suitable for educational purposes and personal expression.
- We interpret *respectful, responsible and ethical use* to be actions that are answerable, accountable and within the rules of right conduct.
- We interpret the *impact* to be the effects.
- We interpret *misuse of technology and social media* to be use that is for the wrong purpose or in the wrong way that may also impact social emotional health and wellbeing.

**Evidence**

Rationale: Curriculum materials address social media and digital citizenship skills in a variety of our content areas; including health, Social Emotional Learning (SEL), Family Life and Sexual Health (FLASH), and Tech Smart. Graduation rate reflects the percentage of students (at minimum) who have successfully met our technology requirement.

- **Healthy Youth Survey: Questions on use and misuse of technology** Due to the challenges created by the pandemic, the Healthy Youth Survey will not be administered until fall of 2021.
- **Tech Smart Curriculum - Grade 6/7 (CTE Framework)**
  - TechSmart teachers reviewed the curriculum and identified new materials and units. During the 20/21 school year TechSmart teachers will use the new Cyber Civics lessons focused on Digital Citizenship. Implementation of the remaining changes to the curriculum was pushed out to the 21/22 school year.
- **Speak Up Survey Responses 2017-18**
- **Speak Up Survey Responses 2018-19**
- The Speak Up Survey was not administered during the 2019-20 school year due to the COVID-19 pandemic
- **Responsible Use Agreement**
  - Responsible Use Agreement – Grades 6-12
  - Responsible Use Agreement - Grades K-5
- **Social Media and Digital Citizenship lessons K-12 overview**
  - Health and FLASH Curriculum
  - High School Health Requirement - Online Safety, FLASH High School, Lesson 8
  - Second Step Middle Schools Lesson Plans addressing cyberbullying throughout
  - Social Emotional Learning (SEL) – 6-8th Grade - 2019-20
  - Social Emotion Lessons 6-8th Grade – 2019-20
  - Social Emotion Learning (SEL) – Elementary – 2019-20
  - 8th Grade Social Studies Unit - Example of Ethical Use of Technology
  - K-5 Bullying Prevention - Scope and Sequence
  - Second Step Bullying Curriculum: Examples of Social Media Skill Lessons
  - Social Emotional Learning (SEL) Curriculum

- Graduation rate reflects the percentage of students (at minimum) who have successfully met the technology requirement (See 3.1)
- **ISD Safety webpage**
3.6 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

- We interpret “utilize” to mean reduce, reuse, and recycle.
- We interpret “natural resources” to mean materials occurring in nature.
- We interpret “efficient” to mean responsible.
- We interpret “sustainable” to mean to last or continue over time.

Evidence
Rationale: District and school conservation efforts promote the responsible use of resources. Students must demonstrate knowledge, application, and proficiency in order to pass Science and Social Studies class; we supervise teachers to ensure fidelity. Graduation rate reflects the percentage of students (at minimum) who have successfully met our Science and Social Studies requirements which address sustainability.

- Specific state standards are embedded in the Science and Social Studies scope and sequence that align with E-3.6
- Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)
- All ISD comprehensive schools participate in the King County Green Schools Program. Information about requirements for this program can be found in the following link:
  - ISD Sustainability Program and King County Green Schools 2019-20
  - ISD Sustainability Program and King County Green Schools 2018-19
  - King County Green Schools Program website
- Resource Conservation Program Summary Report, including Student Involvement – 2019-20, Includes section on COVID-19 and it’s effects on operations.

3.7 recognize how their personal and collective actions impact the greater community.

- We interpret “recognize” to mean to acknowledge and appreciate.
- We interpret “personal actions” to mean individual behaviors resulting in good and/or bad consequences.
- We interpret “collective actions” to mean group behaviors resulting in good and/or bad consequences.
- We interpret “impact the greater community” to mean effect on our world.

Evidence
Rationale: Graduation rate reflects the percentage of students (at minimum) who have successfully met our Social Studies requirements which embed personal and collective actions that influence the community. Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity. Newly adopted (2017-2018 school year) elementary social studies curriculum includes a call to action project at grade levels 1–5 which engages students in impacting their community.

- Call to Action Projects embedded in Social Studies Curriculum – Example: Grade 2
- Call to Action Projects embedded in Social Studies Curriculum Example: Grade 3
Call to Action Projects embedded in Science Scope and Sequence – Example: Middle School Life Science

Graduation rate reflects the percentage of students (at minimum) who have successfully met Social Studies and Science requirements (See 3.1)

Student Crew Leaders (High School Program)

WEB – Where Everyone Belongs (Middle School Program)

Senior Exit Survey – question on service to others and community impact

Interdistrict Student Council Projects

District Green Team Update (See 3.6)

King County Green Schools Program (See 3.6)

Capacity Building

Board work around tolerance of differences definitions

Limitation in Data Collection

Due to the challenges created by the pandemic, the Healthy Youth Survey will not be administered until fall of 2021. The ISD Post Grad survey was sent to our 2020 graduates in March of 2021 and data will be available later this spring.

Board Approval: March 25, 2021